

Achieving the Standard for Full Registration

Guidance for New Teachers and Schools

Advice on the Completion of Interim and Final Profiles

This section contains advice on completion of the profiles as discussed in Section 2.6.

Timetable

(To be completed by Probationer Teacher)

Name

Reg No

The timetable should be equivalent to a maximum of 0.7 FTE of a main grade teacher's timetable. However, where this is not possible at least 80% of the timetable, ie at least 0.55 FTE should be in the allocated subject.

	Mon	Tues	Wed	Thurs	Fri
Period 1	<p>Please indicate the following information on your timetable:</p> <p>Secondary Teacher: The class and level of study in each period; The length of time allocated to one period (provide an average length if necessary).</p> <p>Primary Teacher: The class, the blocks each day when you teach and the aspects of the curriculum taught.</p> <p>For probationer teachers in the primary sector the whole of the 0.7 FTE should normally be spent with one class. However, where this is not possible at least 80% of the timetable, ie at least 0.55 FTE, should be spent in one class.</p> <p>Probationer teachers in the secondary sector, whether qualifying in one or two subjects, will have been allocated to a school in the Induction Scheme on the basis of one of their subjects.</p> <ul style="list-style-type: none"> The probationer teacher should be regarded as being a teacher of one subject (allocated subject) in which he/she was allocated. The timetable should be equivalent to a maximum of 0.7 FTE of a main grade teacher's timetable. However, where this is not possible at least 80% of the timetable, ie at least 0.55 FTE should be spent in the allocated subject. There should be as full a spread of classes as possible across the year groups and include a significant element of classes pursuing SQA course. 				
Period 2					
Period 3					
Period 4					
Period 5					
Period 6					

Average Period Length (minutes)

Subjects Taught

Page 2 of the final profile does not involve timetable details being submitted but requires a direct transfer of the Professional Development Action Plan from page 8 of the interim profile.

Subject allocated
Induction Scheme

(min 80%)

Additional subject being taught
(if applicable)

Timetable %

Teacher Signature

Supporter Signature

Record of your Meetings with Designated Supporter(s)**Name****Reg No****(To be completed by Probationer Teacher)****Focus:** Please use the following categories to describe the key focus of your discussion with your designated supporter:**Code****Professional Knowledge and Understanding**

01	Curriculum Content
02	Subject Knowledge
03	Sector Issues
04	Learning and Teaching Resources
05	ICT
06	Literacy and Numeracy
07	Personal, Social, Vocation and Health Education
08	Core Skills, Equal Opportunities, Pupil Support, Citizenship, Enterprise

Code

09	National/Local Policies
10	Professional Values and Practices

Professional Skills and Abilities

11	Long-term/Short-term Planning
12	Differentiation, pacing
13	Interaction with Pupils
14	Teaching and Learning Strategies
15	Managing Learning and Teaching
16	Working with other Adults

Code

17	Organise and Manage Resources
18	Classroom Ethos
19	Safety in the Classroom
20	Assessment, Recording, Reporting
21	Self Evaluation

Professional Value and Personal Commitment

22	Professional Values
23	Personal Commitment
24	Extra Curricular Activities

Date**Key Focus**

(please enter one or two key focus codes – see above)

Agreed Action(s)

- Only include details of planned meetings with the supporter/mentor where an agenda and notes are kept.
- When indicating the focus of a meeting use the code(s) provided. There should be a clear key focus identified or maybe two, so that most meetings would not be recorded as having multiple codes.
- Agreed actions resulting from each meeting should be recorded.
- Both the supporter/mentor and probationer teacher should sign that this is a true record of the meetings.

- When completing the final profile ensure that any targets and actions that have been transferred from the interim profile are reflected in the discussions with the supporter/mentor.

Teacher Signature**Supporter Signature**

Record of Observed Teaching
(To be completed by Probationer Teacher)

Name

Reg No

Observed Session

*Key focus codes listed on page 3

Date Period Key Focus (one or two codes*)

Class S1 ☐ S2 ☐ S3 ☐ S4 ☐ S5 ☐ S6 ☐

Level of Study 5-14 ☐ Standard ☐ Intermediate ☐ Higher ☐ Adv Higher ☐ Other ☐

Strengths/Areas for Development

Observed Session

Date

Class ☐

Level of Study ☐

Strengths/Areas for Development

Observed Session

Date

Class ☐

Level of Study 5-14 ☐ Standard ☐ Intermediate ☐ Higher ☐ Adv Higher ☐ Other ☐

Strengths/Areas for Development

Observed Session

Date

Class ☐

Level of Study ☐

Strengths/Areas for Development

Observed Session

Date Period Key Focus (one or two codes*)

Class S1 ☐ S2 ☐ S3 ☐ S4 ☐ S5 ☐ S6 ☐

Level of Study 5-14 ☐ Standard ☐ Intermediate ☐ Higher ☐ Adv Higher ☐ Other ☐

Strengths/Areas for Development

Teacher Signature

Supporter Signature

CPD Record

(To be completed by Probationer Teacher)

Name

Reg No

Please Enter Description or Title of Activity and the Date Completed

Each CPD activity should be recorded under one main area of the Standard as listed below:

Local Authority CPD**School CPD****Personal CPD****Professional Knowledge and Understanding**

Curriculum Content

Subject Knowledge

Sector Issues

Learning and Teaching Resources

ICT

Literacy and Numeracy

Personal, Social, Vocation and Health Education

Core Skills, Equal Opportunities, Pupil Support,
Citizenship, Enterprise, Child Protection

National/Local Policies

Professional Values and Practices

Professional Skills and Abilities

Long-term/Short-term Planning

Differentiation, pacing

Interaction with Pupils

Teaching and Learning Strategies

Managing Learning and Teaching

Working with other Adults

Organise and Manage Resources

Classroom Ethos

Health and Safety in the Classroom

Assessment, Recording, Reporting

Self Evaluation

- Ensure that the nature of each activity and date completed are included in the appropriate boxed area.
- Each CPD activity should only be recorded in one area of the Standard listed.
- It is important to distinguish between local authority, CPD and school. Local authority CPD means activities organised centrally by your local authority co-ordinator. School CPD activities organised by the school co-ordinator, or by the probationer teacher.
- Across the interim and final profiles aim for balance of activities covering the SFR.

Professional Value and Personal Commitment

Professional Values

Personal Commitment

Teacher Signature

Supporter Signature

The Standard for Full Registration Key Strengths and Areas for Development

(To be completed by the Headteacher)

Professional Knowledge and Understanding

Name

Reg No

Curriculum

- have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum
- have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)
- understand the nature of the curriculum and its development
- have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects

Education Systems

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It is important when completing this section of the profile that:

- Comment is made on all aspects of the SFR within each of the three areas, ie:

Professional knowledge and understanding:

- Curriculum
- Education systems and professional responsibilities
- Principles and perspectives

Professional values and personal commitment

Professional skills and abilities:

- Teaching and learning
- Classroom organisation and management
- Assessment of pupils
- Professional reflection and communication

Principles and Practice

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- The comments made are personalised with examples given to show how the probationer teacher has actually demonstrated the competences.
- Specific comment is made identifying areas of development.
- When completing the final profile it is important to ensure that there are clear links between the comments being made on this page and the evidence being submitted relating to:
 - the topics discussed at the supporter meetings
 - the focus and content of the observed sessions
 - CPD activities that the probationer teacher has undertaken
 - future targets and recommended actions

Professionalism

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It is important that if concerns are being expressed there is evidence in previous sections of the profile indicating that the issues have been raised at supporter meetings and as a result of observed sessions and that some CPD has been put in place already to provide an opportunity to address the issues.

Professional Skills and Abilities

Name

Reg No

Teaching and Learning

are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach

communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively

use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils

set and maintain expectations and pace of work for all pupils

work co-operatively with other professionals and adults

Classroom Organisation and Management

organise and manage classes and resources to achieve safe, orderly and purposeful activity

manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary

Assessment of Pupils

understand and apply the principles of assessment, recording and reporting

use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach

Professional Reflection and Communication

learn from their experience of practice and from critical evaluation of relevant literature in their professional development

convey an understanding of practice and general educational matters in their professional dialogue and communication

reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development

Professional Development Action Plan (To be completed by the Headteacher in discussion with the Probationer Teacher)
(Comments should indicate targets for continuing professional and personal development and the action to be taken)

Professional Knowledge and Understanding		Name <input type="text"/>		Reg No <input type="text"/>	
Agreed Targets			Action		
<p>Targets should be:</p> <ul style="list-style-type: none">• specific;• clearly linked to the key strengths/concerns section, in as much as they should indicate clearly the areas for development as a result of the comments made on page 6 and 7 of the profile;• listed in an order of priority;• have a defined timescale given, ie by the end of March, by mid-May etc;• be achievable in the timescale given;• to be measured in an easily identifiable way.			<p>Actions should:</p> <ul style="list-style-type: none">• encourage a step to step approach to future development;• be linked to specific aspects of the SFR;• identify clearly the action the probationer teacher is to take;• include specific actions which encourage:<ul style="list-style-type: none">- team/shadow teaching- working with colleagues- personal research- implementing school policies- specific CPD activities		
When completing the final profile it is important to ensure that any targets and actions noted on the interim profile are transferred to the final profile page 2 and reflected in the:					
<ul style="list-style-type: none">• topics discussed at the support/mentor meetings• focus and content of the observed sessions• record of CPD activities undertaken• comments made in the key strengths and concerns section of this profile					
Teacher Signature		Date		Headteacher Signature	
<input type="text"/>		<input type="text"/>		<input type="text"/>	
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